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AUTHOR	Seppanen, Patricia; And Others
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ABSTRACT

A 1994 national survey collected copies of 36 states' student outcomes, standards, or goals documents. Two states, Florida and Indiana, and the District of Columbia included information related to goals, outcomes, standards, or indicators that could be compared to the National Center on Educational Outcomes for Students with Disabilities (NCEO) conceptual model at the post-school level. Goals from state documents were matched to NCEO domains, outcomes, and indicators. Only one NCEO domain (Presence and Participation) matched to the two states' and the District's goals at the post-school level. Only one NCEO outcome, "Is employed" matched to all three areas' goals. None of the NCEO indicators was matched to the goals of all three areas, and only two indicators were matched to two states: Percent of individuals in the workforce and Percent of individuals who obtain basic life necessities. Overall, the study found an apparent lack of correspondence at the outcome and indicator levels, though this may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the outcome domain, outcome, and indicator levels for the District of Columbia, Florida, and Indiana. Reports of the document analysis done for each of these areas are provided. (DB)

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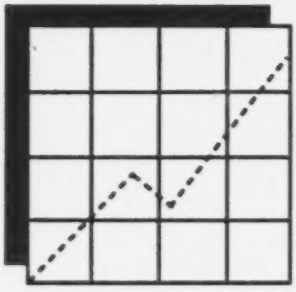
Technical Report 12



Matching State Goals to a Model of Outcomes and Indicators for the Post-School Level

Prepared by:
Patricia Seppanen, Nicole R. Julian, and Rod Schaefer

National Center on Educational Outcomes

The College of Education and Human Development
UNIVERSITY OF MINNESOTA

August, 1995

The National Center on Educational Outcomes (NCEO) was established in October, 1990 to work with state departments of education, national policymaking groups and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education and St. Cloud State University.

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NCEO Core Staff:

Robert H. Bruininks
Ron Erickson
Patricia Grafstrom
Kevin S. McGrew
Dorene L. Scott
James G. Shriner
Gail E. Spande
Martha L. Thurlow
James E. Ysseldyke

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NCEO
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University of Minnesota
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Overview

In 1990, the President and governors of the United States agreed upon six national education goals. Their purpose was to help improve the quality of education by setting high standards and focusing on how well our society is able to achieve them. The original six goals (and two others) have become part of education reform law and at least ten different standards-setting groups have been working to set out guidelines of what U.S. students should know and be able to do. The passage of the *Goals 2000: Educate America Act*, along with other education reform initiatives such as the *School to Work Opportunity Act* and the *Improving America's Schools Act* (the former *Elementary and Secondary Education Act*) are designed to further stimulate standards-based assessment and reform in schools across the nation.

States have been following closely on the heels of these national reform initiatives. Within six months of announcing the national educational goals, 18 states had announced their own versions of the goals, and within one year 44 states had done so. Many states have gone on to articulate learner outcomes, objectives, performance standards, and benchmarks/indicators. And, building on the Goals 2000 work, most states are now using language that includes *all* students in their educational reforms, including students with disabilities.

At the same time that these reforms were initiated, the National Center on Educational Outcomes for Students with Disabilities (NCEO) began its work by identifying a conceptual model of outcomes and indicators appropriate for all students, including students with disabilities (Figure 1). Using a multi-attribute, consensus-building approach (Vanderwood & Ysseldyke, 1993), hundreds of stakeholders from a variety of perspectives (including national reformers, special educators, school administrators, teachers, parents, measurement experts, legislators, and representatives of advocacy groups) contributed to the articulation of eight major outcome domains.

The model articulates outcomes and indicators at key stages in a student's development: age 3, age 6, grade 4, grade 8, school-completion, and post-school. In Figure 2, the specific outcomes within each domain are provided for the post-school level. Possible indicators of each outcome have also been identified. The overall design, from domain to outcomes to indicators, is shown in Figure 3.

One of NCEO's activities is to check the extent to which there is correspondence between state articulated student outcomes and the outcomes specified in the NCEO conceptual model. This matching activity also gives us the opportunity to present an inventory of the outcomes and indicators that have been articulated by each state at the post-school level. We believe this information will be useful to state and local level practitioners involved in the articulation of educational goals, performance standards, assessments, and curriculum frameworks at different age and grade levels.

Figure 1. NCEO Conceptual Model of Education Outcomes

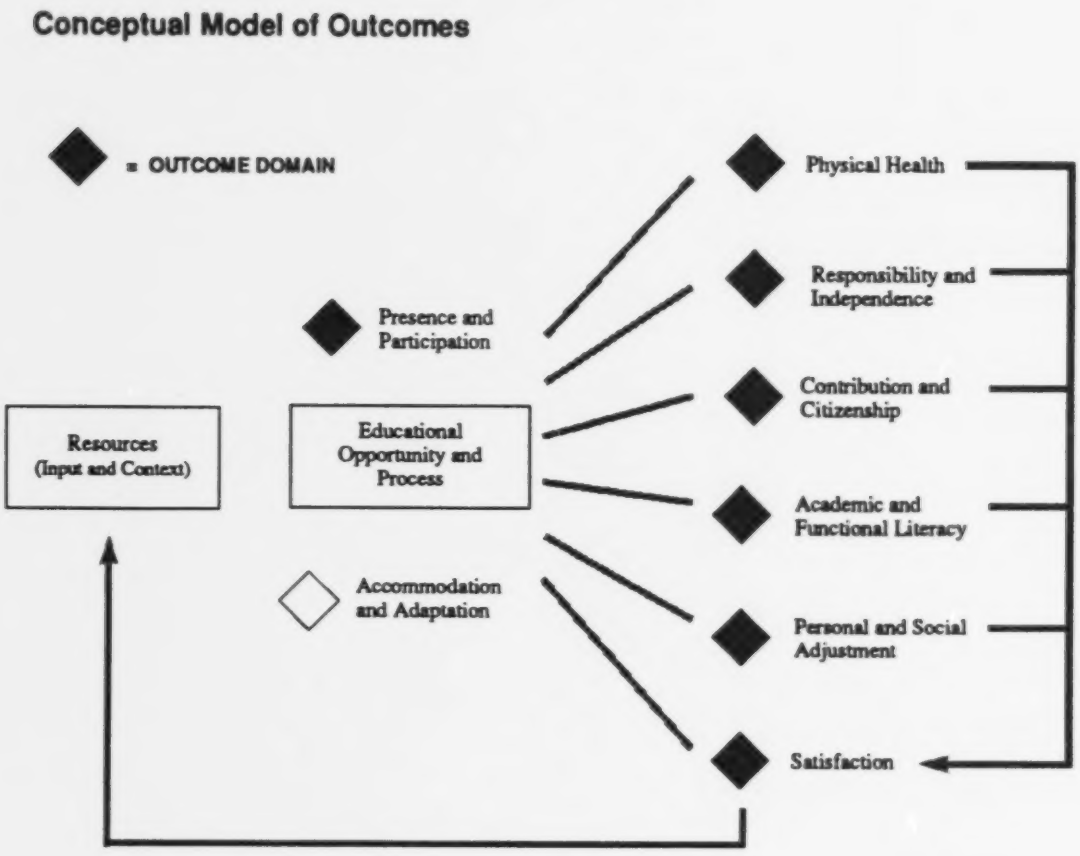
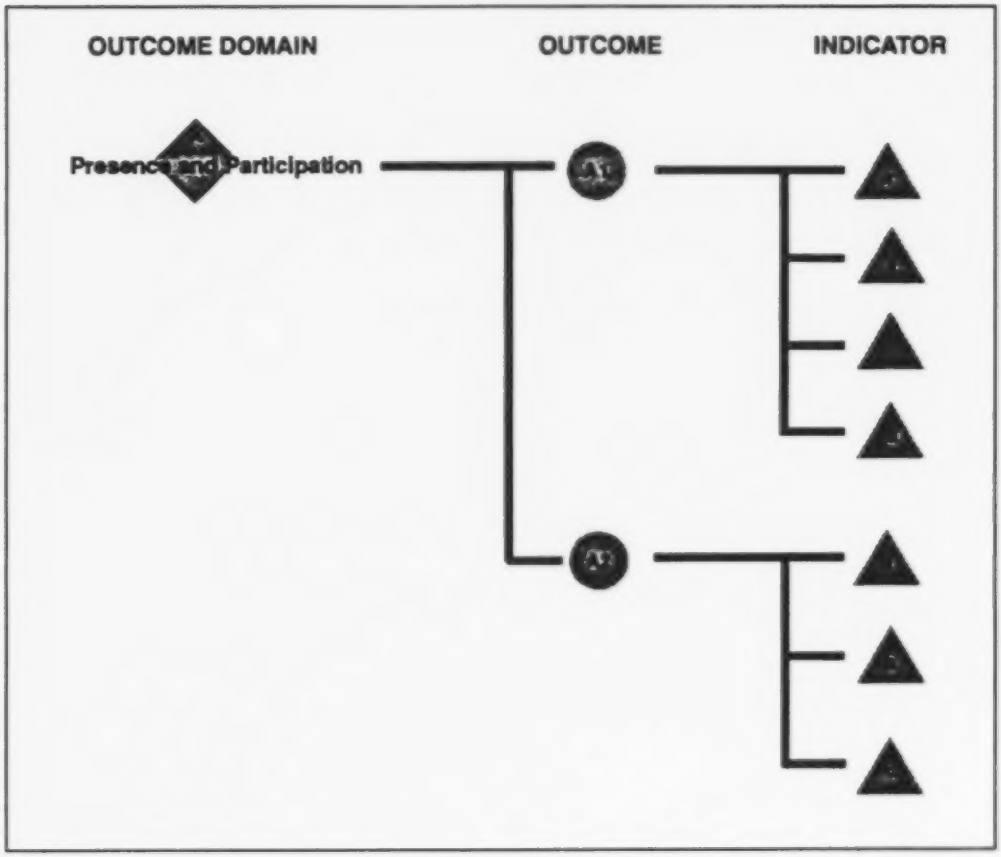


Figure 2. NCEO Outcome Domains and Outcomes at the Post-School Level

OUTCOME DOMAIN	OUTCOME
A. Presence and Participation	A1. Is in community A2. Participates in community A3. Is employed
B. Accommodation and Adaptation	* Stakeholders indicated that it is not important to measure outcomes in this domain at the post-school level. The domain is listed here to show consistency across developmental levels.
C. Physical Health	C1. Makes healthy lifestyle choices C2. Is aware of basic safety, fitness, and health care needs C3. Is physically fit
D. Responsibility and Independence	D1. Gets about in the environment D2. Is responsible for self D3. Functions independently
E. Contribution and Citizenship	E1. Complies with community rules E2. Votes E3. Volunteers E4. Pays taxes
F. Academic and Functional Literacy	F1. Demonstrates competence in communication F2. Demonstrates competence in problem-solving strategies and critical thinking skills F3. Demonstrates competence in math, reading, and writing skills used in daily life F4. Demonstrates competence in other academic and nonacademic skills F5. Demonstrates competence in using technology
G. Personal and Social Adjustment	G1. Copes effectively with personal challenges, frustrations, and stressors G2. Has good self image G3. Respects cultural and individual differences G4. Gets along with other people
H. Satisfaction	H1. Individual's satisfaction with current status H2. Parent/guardian satisfaction with current status of individual H3. Community satisfaction with current status of individual

Figure 3. Design of Domains, Outcomes, and Indicators in Model



Method

The process of matching the educational goals, outcomes, and standards adopted by states to NCEO's list of outcomes and indicators included three distinct stages.

Stage 1: Obtaining State Documents

During the spring of 1994, we mailed letters to all Commissioners of Education or State Superintendents requesting copies of their states' most recent student outcomes, standards, or goals document(s). In the Summer of 1994, we sent out a second letter to states from which we had not received responses. At this point, we asked nonrespondents to verify whether these documents (a) have not been published at the state-level, or (b) are under development. A total of 48 states (including the District of Columbia) responded, either submitting documentation or verifying that the documentation is not available or is currently under development and not available for review. Thirty-six states submitted some type of documentation. Of the states submitting documentation, three included information related to goals, outcomes, standards, or indicators that could be compared to the NCEO conceptual model at the post-school level.

Stage 2: Selecting Documents to Match at the Post-School Level

States have developed various documents related to state articulated education goals, outcomes, and standards. We selected the state documents that most specifically reflected learner goals, objectives or standards, and indictors, without delving into curriculum-level materials or state assessment test items.[1] When states submitted multiple types of documents, we considered them for inclusion in the mapping activity in the following priority order:

1. Statements of learner goals, objectives, outcomes, performance standards, benchmarks, and/or indicators that typically were related to state assessment systems;

2. Statements of curriculum standards or frameworks that include specific statements of learner goals, objectives, performance standards, benchmarks, or indicators;

3. Statements of state education goals;

4. Statements of educational program standards or opportunity-to-learn standards.

Only a few states target educational goals toward specific ages or grades of students. A number of states have a single set of goals that cover kindergarten through grade 12; others have clusters of age or grade-related goals (e.g., K-3, 5-8, and 9-12). In many states, the grades or ages included in the cluster vary by subject or domain area. Unless a state had goals specifically addressing post-school outcomes, we did not attempt to match goals to the NCEO model.

As a result, two NCEO staff independently reviewed the documents submitted by each state to (1) select the type of document that would be used in the matching activity, and (2) specify the age- or grade-levels that would be matched to the post-school level of the NCEO model. Discrepancies between the reviewers were resolved by group consensus, and/or review by a third individual. The document used as part of the matching activity is listed and briefly described at the beginning of each state list of goals in Chart 4.

[1] Some of the terms used by states include goals, objectives, outcomes, standards, indicators, or benchmarks. We refer to them generally as state goals.

Stage 3: The Matching Process

NCEO's model is presented in three levels that become increasingly more specific: Domains, Outcomes, and Indicators. Matching was done at each of these levels in Charts 1-3. In addition, we present a listing of each state's goals that we used in the matching process in Chart 4. More specifically, the following sequence was used to complete the matching process.

State Articulated Goals: States' goals were first listed using their format as much as possible (see Chart 4). We then matched the NCEO domains, outcomes, and indicators to these state goals. Matches were first established at the domain level. If the state goal fit within the NCEO domain, a "deeper" match at the outcome and indicators levels was sought. The deepest possible match to the NCEO model is recorded in a space next to the state goal.

The Indicator Level: Using the information from Chart 4, we then reversed the process and matched the state goals to the NCEO model at all three levels: Indicator, Outcome, and Outcome Domain. If possible, matches were made first at the indicator level. If this was not possible, we then looked to match a state goal with an outcome, and then a domain. Chart 3, which shows the results of this process, contains an "X" at the deepest level of match. Thus, when an "X" appears at the domain or outcome level, the match is generally less precise than if it was at the indicator level.

The Outcome Level: If the state has *one or more* goals that fit under one of the NCEO outcomes (at the indicator or outcome levels), we put an "X" in the outcome box and also in the broader domain box (see Chart 2).

The Domain Level: If the state has *one or more* goals that fit under a specific NCEO domain (at any level), an "X" was put in the box for that domain (see Chart 1).

As is often the case in content analyses, the concepts included in state articulated goals do not provide a one-to-one correspondence with the concepts included in NCEO's domains, outcomes, or indicators. Thus, several decisions had to made by the reviewers. The following decisions provide an illustration of the reasoning used in the matching process.

The degree of specificity in the states' goals and the NCEO model are not always the same. Since the intent of our review was to examine the overall correspondence between state goals and the NCEO model, we sometimes match specific goals listed in the state document to an NCEO domain. A match with an NCEO domain, therefore, does not necessarily indicate the state has embraced all the NCEO outcomes and indicators within that domain.

The state goals sometimes contained more than one concept and seemed to fall under more than one NCEO domain, outcome, or indicator. In these instances, we matched the state goal to as many domains, outcomes, or indicators as seemed appropriate. Thus, the state goal *All students who complete a job preparation program . . . will be successful in obtaining employment in the area of job preparation*, matches to two NCEO indicators: (A3a) Percent of individuals in the workforce, and (D3b) Percent of individuals who obtain basic life necessities (e.g., housing, food, work, social relationships).

NCEO's outcome indicators are written in the form of finding a percent of the number of students that meet a particular indicator. An example of an indicator is *Percent of individuals regularly participating in community-based activities, groups, and organizations*. Most state goals are not written using this language. Although the form of measurement for the state goal may not be the same, the two were matched if the same general concept was discussed in both.

General Findings

Of the 30 states that responded to our request for information about outcomes-related goals, only three states included documents that addressed the post-school level. At the outcome domain level of the NCEO model, only one domain (Presence and Participation) matched to the goals that have been articulated at the post-school level in these three states.

We also matched state goals to the NCEO model at the outcome level. This analysis takes us one level "deeper" (or more specific) into the NCEO model. Only one of the 25 outcomes from the NCEO model matched to the goals of all three states: Is employed.

The NCEO model includes a number of indicators under each outcome statement. None of the indicators was matched to the goals of all 3 states, and only two indicators were matched to two states: Percent of individuals in the workforce (differentiated by full-time, part-time, homemaker) and Percent of individuals who obtain basic life necessities (e.g., housing, food, work, social relationships).

This apparent lack of correspondence at the outcome and indicator levels may be due more to the degree of specificity being used by states than by a lack of conceptual congruence with the NCEO model.

Reference

Vanderwood, M.L., & Ysseldyke, J.E. (1993). Consensus building: A process for selecting educational outcomes and indicators (Outcomes and Indicators Number 2). Minneapolis, MN: National Center on Educational Outcomes.

States Included in the Post-School Matching

DC District of Columbia
FL Florida
IN Indiana

Chart 1. State Matching to NCEO Model Outcome Domains

STATE	OUTCOME DOMAIN							
	A	B	C	D	E	F	G	H
DC	X							X
FL	X			X		X		
IN	X		X	X	X			X

KEY:

A. Presence and Participation
B. Accommodation and Adaptation (not used for post-school)
C. Physical Health
D. Responsibility and Independence
E. Contribution and Citizenship
F. Academic and Functional Literacy
G. Personal and Social Adjustment
H. Satisfaction

Chart 2. State Matching to NCEO Model Outcome Domains and Outcomes

NCEO DOMAINS AND OUTCOMES	DC	FL	IN
A. Presence and Participation	X	X	X
1. Is in community	X		X
2. Participates in community			X
3. Is employed	X	X	X
B. Accommodation and Adaptation (not used at this level)			
C. Physical Health			X
1. Makes healthy lifestyle choices			X
2. Is aware of basic safety, fitness, and health care needs			
3. Is physically fit			
D. Responsibility and Independence		X	X
1. Gets about in the environment			
2. Is responsible for self			X
3. Functions independently		X	X
E. Contribution and Citizenship			X
1. Complies with community rules			
2. Votes			X
3. Volunteers			
4. Pays taxes			
F. Academic and Functional Literacy		X	
1. Demonstrates competence in communication			
2. Demonstrates competence in problem solving strategies and critical thinking skills			
3. Demonstrates competence in math, reading, and writing skills used in daily life		X	
4. Demonstrates competence in other academic and nonacademic skills		X	
5. Demonstrates competence in using technology			
G. Personal and Social Adjustment			
1. Copes effectively with personal challenges, frustrations, and stressors			
2. Has a good self-image			
3. Respects cultural and individual differences			
4. Gets along with other people			
H. Satisfaction	X		X
1. Individual's satisfaction with current status			X
2. Parent/guardian satisfaction with current status of individual			
3. Community satisfaction with current status of individual			

Chart 3. State Matching to NCEO Outcome Domains, Outcomes and Indicators

NCEO DOMAINS, OUTCOMES AND INDICATORS	DC	FL	IN
A. Presence and Participation			
1. Is present in community			X
a. Percent of individuals living in regular community settings (differentiated by type--living with parent/family of origin, semi-independent residence, independently)			
b. Percent of individuals in postsecondary schooling (differentiated by type--4 year college, 2 year college, vocational training, adult basic education)	X		
2. Participates in community			X
a. Percent of individuals regularly participating in community-based activities, groups, and organizations			X
3. Is employed			X
a. Percent of individuals in the workforce (differentiated by full-time, part-time, homemaker)	X	X	
b. Percent of individuals whose employment is partially subsidized by non-employer funds			
B. Family Involvement/ Accommodation and Adaptation (not used at this level)			
C. Physical Health			
1. Makes healthy lifestyle choices			
a. Percent of individuals who make good nutritional choices			
b. Percent of individuals who have abused alcohol or drugs in the past year			
c. Percent of individuals who indicate they have had unprotected sex in the past year			
d. Percent of individuals who regularly participate in sports, recreational, exercise and/or leisure activities			X
2. Has access to basic health care			
a. Percent of individuals who are aware of basic safety precautions and procedures			
b. Percent of individuals who are aware of basic fitness needs			
c. Percent of individuals who are aware of basic health care needs			
d. Percent of individuals who know when, where, and how to access health care			
e. Percent of individuals who are aware of first aid and emergency health care procedures			
3. Is physically fit			
a. Percent of individuals who are physically fit			
D. Responsibility and Independence			
1. Gets about in the environment			
a. Percent of individuals who can get to and from a variety of destinations			
b. Percent of individuals who know how to access community services (e.g., rehabilitation, counseling, employment, health, etc.)			
c. Percent of individuals who complete transactions (shopping, banking, dry cleaning, etc.) in the community)			

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NCEO DOMAINS, OUTCOMES AND INDICATORS	DC	FL	IN
2. Is responsible for self			X
a. Percent of individuals who can prioritize and set goals and persevere toward them			
b. Percent of individuals who manage personal care and safety			
c. Percent of individuals who effectively advocate for themselves			
3. Functions independently		X	X
a. Percent of individuals who make their own choices or exercise self-determination			
b. Percent of individuals who obtain basic life necessities (e.g., housing, food, work, social relationships)		X	X
c. Percent of individuals who are engaged in productive daily activities (e.g. hold job, perform community service)		X	
E. Contribution and Citizenship			
1. Complies with community rules			
a. Percent of individuals convicted in the criminal justice system or courts			
2. Votes			
a. Percent of individuals who vote			X
3. Volunteers			
a. Percent of individuals who volunteer time to help others and improve community resources through school, civic, community, or nonprofit activities			
4. Pays taxes			
b. Percent of individuals who pay taxes			
F. Academic and Functional Literacy		X	
1. Demonstrates competence in communication			
a. Percent of children who use and comprehend language that accomplishes the purpose of the communication			
b. Percent of individuals who demonstrate competence in listening and comprehending language necessary to function in their home, school, work, and community environments			
2. Demonstrates competence in problem solving strategies and critical thinking skills			
a. Percent of individuals who demonstrate problem-solving and critical thinking skills			
3. Demonstrates competence in math, reading and writing skills used in daily life			
a. Percent of individuals who demonstrate competence in math necessary to function in their current home, school, work, and community environments		X	
b. Percent of individuals who demonstrate competence in reading necessary to function in their current home, school, work, and community environments		X	
c. Percent of individuals who demonstrate competence in writing necessary to function in their current home, school, work, and community environments		X	
d. Percent of individuals who read the newspaper			

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NCEO DOMAINS, OUTCOMES AND INDICATORS	DC	FL	IN
4. Demonstrates competence in other academic and nonacademic skills			
a. Percent of individuals who demonstrate home management skills			
b. Percent of individuals who demonstrate money management skills			
c. Percent of individuals who demonstrate employability skills		X	
d. Percent of individuals who demonstrate ability to deal with community agencies			
e. Percent of individuals who identify, organize, and allocate non-monetary resources effectively (e.g., time, materials, space, human resources)			
5. Demonstrates competence in using technology			
a. Percent of individuals who currently apply technology to enhance functioning in home, school, work, and community environments			
G. Personal and Social Adjustment			
1. Copes effectively with personal challenges, frustrations, and stressors			
a. Percent of individuals who cope effectively with personal challenges, frustrations, and stressors			
b. Percent of individuals whose behavior reflects an acceptance of the consequences for behavior (e.g., makes restitution)			
c. Percent of individuals who exercise self-control			
2. Has good self-image			
a. Percent of individuals who perceive themselves as worthwhile			
b. Percent of individuals who perceive themselves as competent			
3. Respects cultural and individual differences			
a. Percent of individuals whose behavior demonstrates acceptance of diversity			
4. Gets along with other people			
a. Percent of individuals who have friends and are part of a social network			
b. Percent of individuals who demonstrate skill in interacting in social situations			
c. Percent of individuals who engage in productive group work in home, school, work, and community environments			
d. Percent of individuals who demonstrate skill in managing interpersonal conflict			
e. Percent of individuals who relate effectively to authority figures			
f. Percent of individuals who relate effectively to peers			
g. Percent of individuals who interact with parents or other family members on a regular basis			

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NCEO DOMAINS, OUTCOMES AND INDICATORS	DC	FL	IN
H. Satisfaction	X		
1. Individual's satisfaction with current status			X
a. Percent of individuals who are satisfied with their current status and life experiences (e.g. general well being)			
b. Percent of individuals who are satisfied with what was provided in postsecondary school experiences			
c. Percent of individuals who are satisfied with their current employment experience			X
d. Percent of individuals who are satisfied with their current living arrangements			
e. Percent of individuals who are satisfied with their social network			
f. Percent of individuals who are satisfied with community resources available			
g. Percent of individuals who are satisfied with their level of involvement in leisure activities			
2. Parent/guardian satisfaction with current status of individual			
a. Percent of parents/guardians who are satisfied with individual's current status (e.g., general well being)			
3. Community satisfaction with current status of individual			
a. Percent of community (employers, general public, service agency personnel, and policymakers) who are satisfied with the individual's current status)			

Chart 4. NCEO Codes for Outcome Domains, Outcomes, and Indicators Matched to State Goals

The following pages list the states' goals as they appear in their amendments. For each of them, we have indentified the corresponding NCEO codes.

District of Columbia

Document Utilized

Baseline Indicators: A Framework for Accountability -- Draft (October, 1993)

Background

The *Baseline Indicators: A Framework for Accountability* is a product from the on-going efforts of the Interagency Standards Committee, and should be considered as a draft. This committee was one of four that were formed following the January 23, 1993 "Education Summit," where a commitment was made to improve the DC Public Schools by providing "enhanced educational standards and student achievement, through inter-agency cooperation and communication." The indicators were identified by surveying various indicator systems and other resources. They were intended to become the foundation for annual reports on the progress of schools in the school system. DC Public Schools are also involved in the process of setting performance standards based upon the baseline indicators.

District of Columbia

BASELINE INDICATORS: A FRAMEWORK FOR ACCOUNTABILITY	NCEO CODE
GOAL 5 POSTSECONDARY OPPORTUNITIES	
1. Pursuits of high school graduates (percents)	
enrolled in postsecondary vocational programs	A1b
enrolled in four-year colleges	A1b
performing military service	A3a
employed full-time (no schooling or training)	A3a, D3c
other, including unemployed	A3a
2. Number and percent of graduates attending college in the D.C. Metropolitan area by institution in the District of Columbia, Maryland and Virginia	A1b
3. Number and percent of graduates receiving some type of financial assistance: grant/scholarship, loan, work study, academic, athletic, multiple	no match
4. Percent graduates not receiving assistance	no match
5. Percent respondents giving their high schools a favorable rating in preparing them for post secondary education...very well, satisfactory.	H
6. Schools with higher education awareness programs for middle school students	no match
7. Schools with voter registration programs	no match
8. Schools with community service programs	no match
9. Schools with job training programs for youth	no match
10. Schools with business collaborative	no match
11. Placement data on DCPS graduates from colleges and universities	no match

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Florida

Documents Utilized

Blueprint 2000: A System of School Improvement and Accountability (June 1993)
Transition System: Companion to Blueprint 2000 (1993)

Background

Since 1985, Florida has had curriculum guides that identify the course content and intended outcomes for all courses in grades 6-12. Districts must adopt student-performance standards for each course based on these guidelines. In 1991, the legislature established a commission on student-performance standards which identified ten performance standards based on the competencies identified by the U.S. Secretary of Labor's Commission on Achieving Necessary Schools. The content and performance standards describe student learning at different grade levels (e.g., K-3, 4-5, 6-8, and 9-10). In 1993, the state began developing pre-K-12 curriculum frameworks that will identify the essential content in each subject and give sample benchmark outcomes. They will not include state-mandated performance standards.

Florida

BLUEPRINT 2000, A SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY		NCEO CODE
GOAL 2	Graduation Rate and Readiness for Postsecondary Education and Employment Students graduate and are prepared to enter the workforce and postsecondary education.	D3, F
Standard 1	All Florida students graduate from secondary schools with a certificate showing mastery of the student performance standards and outcome identified in Goal 3.	no match
	Outcomes	
1.	Florida students will graduate with certificates showing their degree of mastery of the performance standards and outcomes identifies in the student performance goal for which performance-based measures exist.	no match
2.	All students who graduate from a Florida public school and enroll in a public college or university in Florida will receive passing scores on college entry-level placement examinations in reading, writing, and mathematics.	F3a, F3b, F3c
3.	All students who complete a job preparation program will receive a certificate and possess a performance-based portfolio which demonstrates to a prospective employer successful preparation to enter the work force in areas of employment related to the job preparation program.	F4c
4.	All students who graduate from a Florida public school will have passed a revised Florida High School Competency Test.	no match
5.	All students who complete a job preparation program, including an exceptional student education job preparation program, and who actively seek employment in a job market where work is available in the area of the job preparation, will be successful in obtaining employment in the are of job preparation.	A3a, D3b
Standard 2	All Florida students who leave the public schools prior to graduation are engage in some alternative learning process in which they are making progress toward meeting the graduation requirement.	no match

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Florida

	NCES CODE
Outcomes	
1. All students who have dropped out of school and remained in Florida will be enrolled in a program which prepares them to meet the graduation requirements.	no match
2. An agreement exists among the school or school board, HRS, the Florida Department of Labor, and, when appropriate, other community agencies and organizations (e.g., Division of Blind Services, Department of Mental Health, etc.), which provides for the identification of school dropouts within the community and the matching of those dropouts with developmentally appropriate programs through which those individuals may continue to progress toward the graduation performance standards.	no match
Key Data Elements	
1. Schools shall report their graduation rate, (including early completers) by diploma type (i.e. standard diploma, special diploma, certificate of completion, special certificate of completion, Academic Scholars certificates, Goal Seal diplomas).	no match
2. Schools shall report the percent of students who pass the college entry-level placement tests in reading, writing, and mathematics, and placements tests for vocational/technical centers.	A1b, F3a, F3b, F3c
3. Schools shall report the number of students completing vocational job preparation programs compare to the number of students who were enrolled in those programs.	A1b
4. Schools and districts shall report follow-up information including job placements, enlistment in the military, and enrollment in postsecondary education for all high school graduates.	A1b, A3a
5. Schools shall report job placement information, including enlistment in the military, enrollment in postsecondary education, and placement in the program for which they were trained, for vocational job preparatory program completers by program area.	A1b, A3a
6. Schools and districts shall report the number and types of agreements with appropriate agencies, such as other government agencies, public libraries, volunteer organizations, or articulation and employer agreements to provide for the identification of school dropouts within the community and to match them with developmentally appropriate programs through which these individuals may continue to progress toward the graduation performance standards. The agreements may be negotiated at the school level or at the district level on behalf of the schools. The agreements must be approved by the school board (see "School Board Responsibilities for Development of Agency Agreements," page 6).	no match
7. Schools shall report the total number of dropouts, the number and percent in retrieval programs, and the number and percent not found.	no match
8. Schools shall report the number and percent of high school students who have written career plan.	no match
Data Elements for Postsecondary Vocational Centers	
1. Schools shall report the rate at which students are completing the vocational program, leaving it with marketable skills and being placed, or remaining in the program.	A1b, A3a, F4c
2. Schools shall report the rate at which federally targeted population students are completing the vocational program, leaving it with marketable skills and being placed, or remaining in the program.	no match
3. Schools shall report the rate at which vocational program completers are placed in relate jobs, postsecondary education, or in the military.	A3a, D3c
4. Schools shall report the rate at which federally targeted population vocational program completers are placed in related jobs, postsecondary education, or in the military.	no match

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Florida

	NCES CODE
5. Schools shall report the average full-time/full-quarter earnings (on a quarterly basis) of all vocational program completers who became employed after leaving the institution.	no match
6. Schools shall report the average full-time/full-quarter earnings (on a quarterly basis) of federally targeted population vocational program completers who became employed after leaving the institution.	no match
7. Schools shall report vocational program completers of programs over 450 clock hours who have passed the basic skills test.	no match
8. Schools shall report the enrollment percentage of federally-targeted population students in job preparatory vocational programs compared to their percentage of enrollment in all vocational programs. In addition, information on students passing the High School Competency Test will be reported under Goal 3.	no match

Indiana

Documents Utilized

Special Education Program Improvement Manual (January, 1990)
Indiana Educator: A Guide to Indiana's Comprehensive Assessment System (Spring 1994)

Background

In July 1993, the State Board of Education adopted Essential Skills Content Standards in mathematics and language arts for grades 3, 4, 8, 10, and 12. These standards represent what students are expected to know, and they form the basis of statewide assessments. The Essential Skills Content Standards were developed by thousands of educators in Indiana. The 1990 Special Education Improvement Manual specified Indiana's Effectiveness Indicators for Special Education, a list of indicators for program success that relates to ten areas of programming.

Indiana

SPECIAL EDUCATION PROGRAM IMPROVEMENT MANUAL		NCEO CODE
10.3	**POST-SCHOOL OUTCOMES**	
10.3.1	Special education graduates achieve the post-secondary options they desire, including continuing their education, entering job training, and/or finding and maintaining employment.*	H1, H1c
10.3.2	Special education graduates obtain sufficient income through employment and/or benefits to be as financially independent as possible.	A3, D3, D3b
10.3.3	Special education graduates achieve an independent lifestyle, becoming integrated into the community to the fullest extent possible.*	A1, A2, D2, D3
10.3.4	Special education graduates participate fully in society by voting, becoming members of civil groups and other community organizations, and taking part in social and recreational activities.	A2a, C1d, E2a

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